I. COURSE PURPOSE

This seminar is designed to familiarize students with adult learning theory and other theoretical approaches to learning and teaching for professional education. These theories are examined and critiqued within an historical and contemporary context. Emphasis is also placed on the philosophy of higher education as well as on curriculum construction, instructional design and outcome evaluation as well as and on the assumptions underlying the continuum of social work education.

Course Philosophy

The philosophical base of this course derives from the values underlying adult learning theory and is reflected in the following:

If I distrust the human being, then I must cram him with information of my own choosing, lest he go on his own mistaken way. But if I trust the capacity of the human individual for developing his own potentiality, then I can provide him with many opportunities and permit him to choose his own way and his own direction in his learning.

(Rogers, Freedom to Learn, 1969, p. 114)
II. EDUCATIONAL OBJECTIVES

The following objectives will guide the class sessions in achieving the overall course purpose. Students will:

1. Acquire knowledge about learning and teaching theories within their historical and contemporary contexts;

2. Develop an understanding of the philosophy of higher education and the basic assumptions of professional education;

3. Analyze and critique learning-teaching models that derive from these theories, particularly the new directions in adult learning models;

4. Appraise the value assumptions underlying higher education, particularly social work education;

5. Acquire an understanding of the principles and techniques of curriculum construction, instructional design, and outcome evaluation;

6. Become more sensitive to differential learning styles and cultural diversity and their implications for instructional design;

7. Critically assess the use of media and technology in higher education;

8. Critically evaluate one’s own learning-teaching model, its theoretical and value base, and how this interfaces with and impacts the learner;

9. Develop skill in curriculum construction, instructional design, differential teaching strategies, and educational evaluation;

10. Demonstrate an understanding of curriculum construction through the development of a teaching/learning module for BSW, MSW, or Continuing Education.

III. COURSE REQUIREMENTS

A. Texts and Readings

Students are encouraged to supplement the following readings with others selected according to their areas of special interest, particularly from current social work journal literature. Relevant readings should be shared with the class participants.
Required Readings


Recommended Books (Includes selected classic literature in higher education and in social work education.)


Periodicals and Other Resources

Administrative Science Quarterly

Daedelus

Encyclopedia of Educational Research

Harvard Educational Review

Journal of Social Work Education

Journal of Teaching in Social Work

Chronicle of Higher Education

B. Assignments

1. Oral class participation, including regularly summarizing portions of the reading assignments and sharing these with the class.

2. Plan and implement a curriculum unit (one class session) illustrating a selected model of teaching-learning. The team is expected to involve the class in a one hour teaching-learning experience which will include cognitive, affective, and psychomotor behavioral learning domains. During the second hour, team members are expected to lead a discussion on the
practical and philosophical implications of the model for differing levels of professional education and for varying course content. Copies of the teaching plan should be distributed to seminar participants at the scheduled teaching session. The class will participate in the evaluation of the session.

3. **Design a syllabus for a module (4 sessions)** of a professional social work course including course purpose, philosophy, theoretical framework, learning objectives related to each of the learning domains, course assignments (readings, papers, etc), grading plan, learning contract, instructional methods, evaluation plan, and session by session content and readings. The syllabus design is due on Session #11.

The APA Manual of Style is required for all written assignments.

**C. Seminar Participation**

Seminar objectives will be achieved through group discussion, presentations by the instructor and the students, and the completion of the final course assignment—the syllabus design. In view of the critical nature of social work education for the future and its significance to the development of the profession, students are encouraged to participate in building the course curriculum.

**D. Course Expectations**

1. Students are expected to attend all class sessions and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary for a participant to miss a class session or come late, s/he is expected to notify the instructor in advance. Assigned readings and completion of assigned tasks are expected prior to each class session.

2. The course combines the formats of didactic lectures and participatory seminars. Students and the instructors will endeavor to draw on their own experience including professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussions and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate. Students and the instructors will view each other as resource persons.

3. See the NCSSS Bulletin and student handbook for other expectations relative to student responsibilities and comportment.
Scholastic Expectations:

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should demonstrate communication ability consistent with graduate level performance, reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

Academic Honesty:

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and Appropriate Program Handbooks.

Accommodations:

Students with physical, learning, psychological or other challenges wishing to request accommodations must identify themselves with the Disability Support Services (DSS) and submit documentation of a disability. Once you have documented a disability, DSS will establish whether any accommodations or academic adjustments are required. If so, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

E. Grading Policy

The university grading system will be utilized (see policy in NCSSS bulletin). The grade will be based upon the extent to which the student meets the course objectives as demonstrated by class participation and required assignments.

Attendance and constructive class participation  20%
Class presentation  30%
Syllabus Design (Final Paper)  50%

F. Learning Contract

The student’s goals for the semester will be discussed and formulated in a brief written statement (see Form attached). The direction for the semester will be set within a framework of the learning needs of the students and the course curriculum.

G. Attendance and Participation

1. Students are expected to attend all class sessions, to arrive at classes
on time, and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary for a participant to miss a class session or come late, s/he is expected to notify the instructor in advance. Students are responsible for obtaining any class notes or other materials distributed when they are absent. Unexcused or multiple absences may result in a reduction of the final grade.

2. Students are expected to read all required readings for each class session and be prepared to participate in classroom discussions and exercises.

3. The course combines the formats of didactic lectures and participatory seminars. Students and the instructor will endeavor to draw on their own experience including professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussions and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate. Students and the instructor will view each other as resource persons.

H. Course and Instructor Evaluation:

NCSSS requires electronic of this course and the instructors. At the end of the semester, an evaluation form will be distributed in class. Results will not be given to the instructor until grades are submitted. Additional informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to special requests. These evaluations will serve as a basis for ongoing course revisions.

CLASS SCHEDULE

MODULE I. INTRODUCTION TO SOCIAL WORK EDUCATION

Class 1  INTRODUCTION TO THE COURSE
Overview of the course purpose, organizational framework and structure
Learning-teaching theories and instructional technology for social work education
The context of professional social work education—the university

Class 2  THE PHILOSOPHY OF HIGHER EDUCATION
Principal philosophies of higher education
Academic autonomy/freedom
Professional education
Required Readings


Recommended Readings


Newman, J. H. *The idea of the university.*


Class 3 SOCIAL WORK EDUCATION

The Epistemology of social work
The nature of social work knowledge

Aesthetics
The continuum of social work education
The BSW level in historical context
The MSW Curriculum and the evolution of accreditation
Doctoral education

Required Readings


Reamer, F. G. (1993). The philosophical foundations of social work. Epistemology, Chapter 4; Aesthetics, Chapter 5.

Recommended Readings


MODULE 2. LEARNING THEORIES

Class 4 LEARNING THEORIES
Orientation to learning theories
Learning theories in historical context
Contemporary learning theories
Concept attainment

Required Readings

learning are reflected in current school practice? pp. 21-43; Chapter 3, What are the two current major families of contemporary learning theory? pp. 44-69; Chapter 4, How do the two families of contemporary learning theory describe the learning process? pp. 70-96; Chapter 10, How does learning transfer to new situations? pp. 211-235.


Recommended Readings


Class 5 ADULT LEARNING THEORIES

Historical perspective
Adult learning: philosophy or theory?
Andrology and self directed learning

Required Readings


Recommended Readings


MODULE 3. CURRICULUM CONSTRUCTION AND INSTRUCTIONAL DESIGN

Class 6 CURRICULUM CONSTRUCTION AND INSTRUCTIONAL TECHNOLOGY

Domains of learning
Behavioral objectives
Competency-based curriculum models

Required Readings


Recommended Readings


Class 7. MODELS OF TEACHING

Student Learning Styles
Phases of Learning
Conceptual learning: inductive-deductive approaches
Contemporary Teaching Models: Content oriented and experiential approaches

Required Readings


Recommended Reading


Class 8. EDUCATIONAL EVALUATION AND ACCOUNTABILITY

Overview of curriculum evaluation
Competency-based education in social work
Strategies for evaluating learning outcomes

Required Readings


Recommended Readings


ETHICAL ISSUES IN ACADEMIA
Ethical Issues in the Academic Setting
Dual Relationships
Confidentiality
Informed Consent
Ethical Standards for students, for faculty
Ethical Issues in Field Education
Liability Issues in Social Work Education

Required Readings


Recommended Readings

Class 9. THE USE OF COMPUTER TECHNOLOGY AND DISTANCE LEARNING

Selecting and using technology
Advantages and limitations of distance education

Required Readings


Recommended Readings


MODULE 4. STUDENT TEACHING MODELS: SYLLABI DEVELOPMENT

In this module, emphasis is placed on the application of the principles of learning-teaching theories to professional social work curriculum and is directly experienced by the student through the development of a course syllabus, preparation of a single session plan, and direct teaching simulation in class. Consideration should be given to diversity and cultural issues, i.e. does the teaching model developed by the student provide for cultural-ethnic differences and physical challenges?

Recommended Readings


For content on particular areas of social work education, see Journal of Social Work Education and Journal of Teaching in Social Work
Classes 10-13  STUDENT PRESENTATIONS

Content areas for presentations should be discussed in advance with the instructor. They could include such areas as:

- Human behavior and the social environment
- Social policy
- Social work practice
- Women’s Issues
- Cultural diversity
- Ethics
- Social justice and
- Other staff development or continuing education content

Class 14  SUMMARY AND FEEDBACK

- Review of Class Content
- Course Evaluation

Revised 8/09